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ELECTRONIC THESIS AND DISSERTATION UNSYIAH

TITLE

AN ANALYSIS OF TEACHER QUESTIONS IN EFL CONVERSATION CLASS (A CLASSROOM RESEARCH AT SMA LAB SCHOOL UNSYIAH BANDA ACEH)

ABSTRACT

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Kadrina Amilia. 2016. An Analysis of Teacher Questions in EFL Conversation Class. A Classroom Research at SMA Lab School Unsyiah Banda Aceh. Thesis. Graduate Program of English Language Education of Syiah Kuala University.

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Key words: teacher question, display question, referential question, purpose of questions.

This qualitative study was conducted to investigate the types and the purposes of questions used by the teacher in EFL conversation class. The subject of this study was an English teacher at SMA Lab School Banda Aceh who taught the second graders of XI classes; XIp1, XIp2, XIp3, XIs. Observation form, a set of interview questions and field note were used as the instruments of this study. The questions posed by the teacher in the classroom were then categorized and described in accordance with Brown's theory (2001) on the two types of question: display and referential questions. Data from interview were coded in relation to the purpose of asking each question type. The finding showed that apart from Brown's types of question, three additional question types were also found. Therefore, a total of five types of question found: these are display, referential, comprehension check, confirmation check and procedural questions. The data from observation form revealed that the teacher used a great number of display question rather than referential questions. From a total of 259 questions posed by the teacher in the classroom, 120 questions belong to display question (about 46%), 101 belong to referential (about 39%), 17 belong to comprehension checks (about 6.5%), and 20 belong to procedural questions (about 7.8%). Only one confirmation check question (0.4%) was found during the instructional process. Furthermore, the data from interview exposed the purposes of the teacher asking these question types: these are to encourage students' participation in a lesson, to get feedback from each other, to encourage students to think and focus, to create a good classroom atmosphere, to stimulate and maintain students' interest, and to emphasize certain lesson.